



**Tafaol Center for
Special Education**



18 - 19 May 2026



Location
Al-Hidd



Age group
3 - 34 years



No. of learners
28

Key Positive Areas

- The Centre's management adopts a clear vision that is shared by all staff members. This vision has been developed collaboratively and translated into operational plans and organised procedures that positively support the achievement of the Centre's objectives. Leadership also employs clear mechanisms to monitor staff performance and evaluate operations on an ongoing basis, while ensuring the provision of professional training opportunities for teachers in planning and assessment, and measuring the impact of training programmes on performance, thereby supporting institutional development and enhancing the quality of services provided.
- The Centre systematically implements the Applied Behaviour Analysis (ABA) programme through the organisation of learning corners, the use of visual schedules, the provision of both individual and group learning opportunities, and the continuous collection of data, which supports the effectiveness of the educational process. This approach is further enhanced by teachers' use of a wide range of educational and sensory experiences and resources, such as sand trays, paper-based activities, clay, and educational games, contributing to the development of learners' language and numeracy skills in line with their abilities, including letter recognition and counting, as well as their life and developmental skills.
- The Centre promotes positive relationships between teachers and learners, contributing to learners' sense of emotional security. It also employs positive reinforcement as an effective strategy to encourage positive behaviour, which is reflected in the ability of most learners to work independently and engage effectively in a variety of educational and physical activities.
- The Centre maintains effective communication with parents through multiple channels, including telephone calls, regular newsletters, and introductory meetings, which enhances their positive involvement in the Centre's activities and provides them with emotional and moral support. The Centre also organises educational and recreational activities and field trips, such as visits to 'Jump Up' and the Palm Festival, which positively contribute to parental satisfaction and learners' development. At the same time, the Centre

strengthens its community partnerships through collaboration with government entities, charitable organisations, and a number of banks and companies to secure financial support, thereby enriching learners' experiences, enhancing the learning environment, and supporting the sustainable development of the Centre's services.

Areas for Development

- Inconsistent effectiveness of planning educational programmes and activities, resulting in variations in the use of learning time to support learners and affecting the extent to which their needs are met optimally.
- Inconsistent effectiveness of programmes that support academic and vocational curricula in meeting learners' special educational needs and ensuring the more efficient and effective delivery of the educational process.
- Inconsistent provision of specialised professional development programmes for teachers that keep pace with contemporary educational and technological developments relevant to different groups of learners.

Recommendations

- Invest guided and well-planned learning time in an optimal and highly effective manner to support learners and ensure their full engagement in learning activities, thereby contributing to their growth and learning according to their individual abilities and needs.
- Provide more effective professional development programmes for teachers to raise their levels of performance to a greater extent, particularly in relation to supporting and rehabilitating learners, and use of technological resources more effectively.

Next Actions

The institute is required to submit an Action Plan to implement the recommendations, within 4 weeks from receiving the draft report.